

IL Governor's Office of Early Childhood Development (GOECD)
Performance Progress Report - PDG B-5 Renewal Quarter 3
Date: October 29, 2020

Activity 1: Needs Assessment

- 1. Major activities and accomplishments** – In Q3, the following activities and accomplishments took place: initiated contract development process with fiscal agent, decided on procurement vehicle, and drafted Request for Proposals for the Needs Assessment follow up.
- 2. Problems** – This project faced delays due to the ongoing hiring process for a Data Analytics Manager to manage the project. The COVID-19 crisis created significant additional capacity constraints, as staff transferred significant capacity to COVID-19 responses. The timing of the delays created complications due to concerns about having enough time in Renewal Grant Year One to finish deliverables per procurement rules, yet at the same time not yet having authorization for funding in Year Two.
- 3. Significant findings and events** – N/A
- 4. Dissemination activities** – N/A
- 5. Other activities** – N/A
- 6. Activities planned for the next reporting period** – In Q4, Illinois will identify a project vendor and execute the contract for completion of the project.

Activity 2: Strategic Plan

1. Major activities and accomplishments:

Illinois PDG B-5 Strategic Plan

During Q3, a crosswalk was completed between the Prenatal to Three (PN3) Policy Agenda and the PDG B-5 Strategic Plan. An overview of the racial equity metrics included in the PDG B-5 Strategic Plan were presented to the Early Learning Council Executive Committee to inform the Council's racial equity work.

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Focused Planning - Erikson Institute DCFS Early Childhood Project

In this past quarter, 44 referrals were received, resulting in a cumulative sum of 84 families offered a referral for home visiting services during calendar year 2020. It has been confirmed that 38 families are engaged in home visiting. For the 46 families not engaged in home visiting, it is noteworthy that 11 families are still in the referral or enrollment process. The Illinois Department of Children and Family Services (DCFS)/Erikson Institute Early Childhood Project also has Developmental/Infant Mental Health Specialists (D/IMH Specialists) that conduct developmental assessments for Intact families with young children across the State. Most referrals for home visiting occur through assessments by D/IMH Specialists. However, referrals for seven families came directly from Intact caseworkers and one referral came from a DCFS Investigator. With all three streams of referral sources, we recognize the importance of a relationship-based referral network. DCFS representatives play a key role in obtaining consents for all families.

We appreciate the ongoing conversation between Coordinated Intake, DCFS, D/IMH Specialists, and home visiting providers in improving the referral process. We can cater our outreach based on consultation surrounding the family dynamic. For example, one mother was grieving the death of a child, which led to reducing how many providers outreached towards the mother in connecting to home visiting. There have been other cases where parents were separated and a Home Visiting Specialist (HVS) outreached to both parents to understand their receptiveness and participation with a home visiting program.

As part of the workplan, two trainings are to be developed in each DCFS region to equip Intact administrators and/or staff to have a better understanding and utilization of home visiting services. To date, we have identified providers in two sites in Cook County, two sites in the Northern Region, one site in the Central Region, and one site in the Southern Region. Each of these training sites have entailed multiple meetings with DCFS/POS Intact supervisors, home visiting programs, and/or Coordinated Intake to strengthen communication and partnership. These multiple meetings reinforce that relationships matter in making home visiting referrals.

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We have made home visiting referrals to 29 organizations. These programs vary between utilizing an Infant Mental Health Consultant internally or externally. The home visiting programs report that consultation can occur through reflective groups for all staff or through monthly connections with home visiting supervisors. Programs have identified interest in additional support on topics including substance use, intimate partner violence, understanding Intact services, and support with shifting roles surrounding outreach during COVID-19.

2. Problems

Illinois PDG B-5 Strategic Plan

This project has faced delays related to the development of the scope of work. Specifically, the desire to identify consultation services that have experience in strategic planning that uses a racial equity/social justice framework. In addition, the COVID-19 crisis and required responses created significant capacity constraints for the Executive Director and GOECD staff.

Focused Planning - Erikson Institute DCFS Early Childhood Project – N/A

3. Significant findings and events – N/A

4. Dissemination activities

Illinois PDG B-5 Strategic Plan - N/A

Focused Planning - Erikson Institute DCFS Early Childhood Project

GOECD drafted an introductory message about the Home Visiting Specialist and the project, which has been distributed to home visiting programs and stakeholders. DCFS updated its Intact policy that highlights home visiting referrals; this policy will be distributed to DCFS and POS agencies

4. Other activities – N/A

5. Activities planned for the next reporting period

Illinois PDG B-5 Strategic Plan

The national BUILD team meeting will be held in November 2020. The PDG B-5

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Strategic Plan will be presented to the Illinois BUILD team to inform their discussions. In addition, there will be a presentation on the alignment between the PDG B-5 Strategic Plan and the Prenatal to Three (PN3) Policy Agenda. A presentation of the crosswalk between the PDG B-5 Strategic Plan and the PN3 Policy Agenda will be provided to the Early Learning Council's Integration and Alignment Committee and the Early Learning Council Executive Committee. The crosswalk will also be presented to the Full Early Learning Council during the November 2020 meeting to inform discussions related to Illinois priorities. The Early Learning Council Data, Research and Evaluation Subcommittee members have been requested to review the racial equity metrics and determine next steps.

Focused Planning - Erikson Institute DCFS Early Childhood Project

In Q4 we will develop policy and procedures for appropriate data sharing between home visiting programs and child welfare agencies; develop a plan for providing Infant Mental Health Consultation (IMHC) to participating home visiting programs that do not already have access to IMHC; and produce an annual report including demographic data on families served, home visiting process data, outcome data, barriers, and recommendations.

Activity 3: Maximizing Parent & Family Knowledge, Choice, & Engagement

1. Major activities and accomplishments

Inclusion Supports for Families

Early CHOICES has worked in collaboration with existing birth to five early care and education providers to support efforts to increase family engagement to increase participation, leadership, and advocacy by connecting with the Family Advisory Committee of the Early Learning Council (see below). Families of young children with disabilities have been connected to the application process and encouraged to apply to assure representation on the Family Advisory Committee. Connections were made to the Illinois Council on Developmental Disabilities who hosts an intensive and complete learning opportunity called Partners in Policymaking. The Family Advisory Committee was encouraged to consider the voices of adults with disabilities to assure all perspectives are heard. Two

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planning calls with stakeholders occurred to look for opportunities to support families' understanding of inclusion in the early years and to share existing opportunities across the State. These meetings were held July 13, 2020 and August 19, 2020 and invited representatives from Illinois State Board of Education, GOECD, Early Intervention, Head Start/Early Head Start, Family Matters, Early Intervention Clearinghouse, and family representatives. Early CHOICES is developing curriculum for events to occur in October, November, and December to engage families in understanding inclusion as well as coping with current situations related to the pandemic that limits children's access to inclusive environments. The social media effort continues. Early CHOICES continues to grow and expand their social media presence and remains agile and adaptive as they work to put out timely, relevant content that relates to families and our communities. This quarter this content focused on back-to-school resources, inclusive early intervention and special education services, and parenting in the age of COVID-19. The efforts targeted families but also providers, as we know that many times providers share the resources with families.

Family Advisory Committee (FAC)

A Family Engagement Associate, Dena Chapman, was hired at Illinois Action for Children to support the creation of the Family Advisory Committee (FAC) of the Illinois Early Learning Council. The FAC was marketed statewide and to specific agencies to recruit parents of varied backgrounds and interests, including Early Intervention communities, urban areas, and rural areas. A viewing of the film documentary "No Small Matter" was conducted as a kickoff event to begin discussions about the importance of early childhood care and education (ECCE) and to advocate for parent engagement within the ECCE landscape. Mentor role expectations were created and the budget was adjusted to accommodate this need, as some line items needed to be put on hold as a result of changing conditions due to COVID-19. An existing Early Learning Council committee, the Family Engagement Implementation Subcommittee (FEIS), who proposed the creation of the FAC has accomplished the charge with which they were initially tasked. A phase-out transition plan was created and shared with the FEIS members with a tentative sunset being by the end of December.

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Parent Cafés

The project workplan was adjusted to adapt to concerns parents may be facing due to COVID-19. The number of parents to be reached was decreased due to needing to utilize a digital platform instead of in-person Parent Cafés. Parent Café goals and main focus was retooled to align to current goals of other early childhood initiatives. The Project Manager and Process Coach were hired to support the development and implementation of the Parent Cafés. The application for agencies who were interested in conducting Parent Cafés was created and distributed to over 200 agencies. Twenty-four applications were received, and a scoring/review team was organized.

ExceleRate Website

In Q3, the website name and logo were chosen. A brand guidelines document was completed and sent to State agencies for feedback. State agencies provided feedback, and the brand guidelines are being finalized. Development is in progress for the provider search and the "test site".

2. Problems

Inclusion Supports for Families

We planned to hire a part time Family Engagement Specialist to support our efforts for this project. Since this would be an employee and not a contractor and we were unsure of 2021 funding, hiring was paused even though a candidate had been identified. There was also one full time position for a third Inclusion Specialist that was proposed to be hired but was stopped due to funding changes. The person would serve central Illinois, which is an area of the state that is not currently served.

The pandemic has impacted Early CHOICES' ability to connect with families in person through meetings, conferences, and family events. Families are stressed during this time. They are trying a variety of ways to connect, but since this is all unknown territory their success has been hit-or-miss. Early CHOICES has leveraged collaboration with partners who already have connections with families, as this seems to be the best strategy in the current environment.

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Family Advisory Committee (FAC)

An orientation and training were planned for the Family Advisory Committee members. The orientation was to inform new members about the Early Learning Council (the State Advisory Council) in which the FAC would be situated. The Early Learning Council is currently refreshing its goals, bylaws, and membership expectations. It was decided the orientation meetings for the FAC would be postponed until the Early Learning Council has finalized their updates; however, the training for FAC members will continue. Initially it was planned that the FAC members were to be appointed by the end of 2020. Instead, the FAC will plan to attend the next full Early Learning Council meeting, scheduled for November 16, 2020, but will not be officially appointed until the procedural updates are complete. While the FAC will not be officially appointed, the FAC members will be selected based on their application submissions. Trainings will likely begin in October.

Marketing for parent applicants for the FAC has occurred throughout the State, with specific target for downstate, which is less populated. Even after several rounds of specific marketing limited applications were received from downstate parents. Feedback from communities is that parents are nervous to commit to something with long term expectations due to the unknown current conditions due to COVID-19.

Parent Cafés

COVID-19 revealed the many inequities and challenges families are facing that have been exacerbated by the pandemic. It was important to adjust the Parent Café topics and goals to address parents' current needs. It was decided to focus on parent leadership through crisis. This focus will begin this year and may continue into next year, as the impact of COVID-19 will be long-term. Schools reopening and then having to close has been very difficult to predict and adjust to and caused a delay in disseminating Parent Café applications until later in September when schools had a better handle on their reopening processes. Additionally, delays in procurement caused delays in the project.

ExceleRate Website

Website content creation continues to be a struggle. It is a large body of work and requires dedicated time. In the current COVID-19 climate, the project team

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continues to be pulled into other projects that are emergency or high priority. It is being proposed to hire a contractor to help complete the work. The translation process and cost also cannot be determined until this initial work is completed.

3. Significant findings and events – N/A

4. Dissemination activities

Inclusion Supports for Families

Twitter: In Q3 2020, the Early CHOICES Twitter page reached over 40K impressions and an average engagement rate of 2.2 percent, compared to 3,200 impressions and 0.7 percent engagement rate during Q3 2019. The Early CHOICES platform is averaging two likes, one link clicks, and two retweets each day.

Facebook: In Q3 2020, Early CHOICES averaged a 12 percent growth rate in followers, compared to no growth over the same period last year. The total reach peaked at 1,324 people versus 148 in Q3 2019. The top posts garnered 27, 23, and 19 reactions, which is on par with top performers last quarter.

Instagram: As of Q3 2020, Early CHOICES has 189 Instagram followers. Instagram is a key platform for promoting resources and raising the visibility and voices of the community. Young parents are more likely to be on this platform. The #IllinoisIncludes campaign is ongoing, sharing stories of why inclusion is important from many perspectives. Seven new were shared this quarter from self-advocates, leaders, parents, and professionals.

Family Advisory Committee (FAC)

During Q3, the following dissemination activities were completed: marketing of kickoff viewing event of the film documentary "No Small Matter"; statewide marketing of application for the Family Advisory Committee; online posting of the Family Advisory Committee application in both English and Spanish; and targeted regional Facebook ads to attract more applicants.

Parent Cafés

The Parent Café application was sent to 200 programs. The applications were first sent to the programs of the parent leaders from last year's Parent Cafés and then to other early childhood programs that may be interested in conducting

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Parent Cafés. Programs included Head Start, community groups, child care, parent groups, and home visiting programs.

ExceleRate Website – N/A

5. Other activities – N/A

6. Activities planned for the next reporting period

Inclusion Supports for Families

In Q4 Illinois will: launch "Understanding Inclusion "Modules; translate the Understanding Inclusion Modules and all supporting resources into Spanish; continue social media efforts with a focus on new modules, when appropriate; provide a family series to support everyday learning opportunities; offer Mindfulness Mondays Facebook Live events at 1:30pm every Monday through December.

Family Advisory Committee (FAC)

In Q4 we will conduct the FAC Orientation and the first series of FAC Leadership Trainings.

Parent Cafés

In Q4 we will: select and inform agencies of the status of their applications; organize and conduct trainings for program liaisons; support agencies in recruiting and training their parent leaders; and support agencies in conducting the required number of Parent Cafés.

ExceleRate Website

In Q4, the website accessibility review will be completed, and a report will be produced.

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Activity 4: Sharing Best Practices & Professional Development for the Workforce

1. Major activities and accomplishments

Facilitating Attuned Interactions (FAN)

As a part of this project, Erikson Institute participates in monthly phone calls with Lori Orr of GOECD, Penny Smith, and Jennifer Metcalf of the Illinois State Board of Education, and Lauri Morrison-Frichtl and Donna Emmons of The Illinois Head Start Association.

During this period, Erikson provided four cohorts of FAN training for Illinois State Board of Education programs and Head Start/Early Head Start programs. This section is divided into two sections to represent the Illinois State Board of Education deliverables and the Head Start/Early Head Start deliverables.

ISBE Cohort 1 was held on July 10th and July 13th. The following programs were in attendance: Archway – serving 6 entire counties (including Johnson), Chester CUSD 139 serving Randolph County (entire county), Hamilton CUSD 10 serving Hamilton County (entire county), and Olney Unit Schools serving Richland County (entire county). Pretests were administered to measure knowledge of FAN concepts, and post tests will be administered at the culmination of the training project. The four participating supervisors received two of six monthly mentoring calls during this period. Trainees indicated a positive experience and increased skills they plan to incorporate into practice as a result of this training.

ISBE Cohort 2 was held on September 21 and September 28. The following programs were in attendance: Round Lake School District 116, Bright Futures Family Program in North Greene, The Baby Fold in Normal, and Brown County School District in Sterling. Pretests were administered to measure knowledge of FAN concepts, and post tests will be administered at the culmination of the training project. The three participating supervisors received one of six monthly mentoring calls during this period. Trainees indicated a positive experience and increased skills they plan to incorporate into practice as a result of this training.

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Head Start/Early Head Start Cohort 3 was held on July 21st and July 22nd. The following programs were in attendance: Rock Island Milan School District #41 Head Start, YWCA Metropolitan Chicago, Asian Human Services, and Tri-County Opportunities Council Head Start/Early Head Start. Pretests were administered to measure knowledge of FAN concepts, and post tests will be administered at the culmination of the training project. The three participating supervisors received two of six monthly mentoring calls during this period. Trainees indicated a positive experience and increased skills they plan to incorporate into practice as a result of this training.

Head Start/Early Head Start Cohort 4 was held on July 21st, 22nd, 28th, and 29th. The following programs were in attendance: Parent and Child together (PACT) for West Central Illinois and Child Care Network of Evanston. Pretests were administered to measure knowledge of FAN concepts, and post tests will be administered at the culmination of the training project. The two participating supervisors received one of six monthly mentoring calls during this period. Trainees indicated a positive experience and increased skills they plan to incorporate into practice as a result of this training.

Pyramid Model Implementation & Professional Development

Between July 1st and October 5th, the Pyramid Model Consortium continued to engage in (at least) weekly Zoom meetings with all relevant stakeholders to execute activities and deliverables outlined in the work plan. Despite the challenges of COVID-19, the Pyramid Model Consortium has been able to operationalize the original plan as designed with minor modifications to adjust for the virtual world.

Pyramid Model Cross-System Professional Development: During Q3, the Pyramid Model Consortium worked in collaboration with State partners to ensure the accuracy of the list of 119 Pyramid Model Professional Development trainers and coaches throughout the State to identify the targeted group for Pyramid Model professional development for the workforce. Data from the Q2 needs assessments were used to better understand the needs of Pyramid Model Consortium trainers and coaches. Using that information, 12 training events via Zoom are scheduled for this fall, with topics including Coaching for Equity and Training in a Virtual World. Additionally, a Training of Trainers on Reopening

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Early Childhood Programs is scheduled. Several of these trainings have included an opportunity for an Illinois-based trainer to shadow and/or co-train in an effort to build State capacity in this area.

Pyramid Model Program Wide Implementation: As part of the QRIS Pilot under Activity Five, child care programs were invited to apply to be a Pyramid Model Program Wide Implementation site. In collaboration with GOECD, a webinar was presented to review the opportunity. Eight programs applied, four sites have been tentatively identified, and the process of notification is occurring. Due to the shifting priorities of the IL Governor's Office, efforts will be focused on implementation in child care as opposed to Kindergarten programs. The Pyramid Model Consortium is helping with the recruitment of additional child care sites not engaged in the QRIS Pilot through information/webinars about what the Pyramid Model entails. They are also prioritizing child care providers for several trainings this fall.

Practice Based Coaching Professional Development: Providers using Practice Based Coaching had two opportunities to participate in a Practice Based Coaching training series: one two-day course in September, and one six-week course that began in September. Feedback from the completed training was incredibly positive. Training is being offered on the Practice Based Coaching Equity Guide in October and have several other events/trainings geared toward this group on the calendar. Evaluations are being collected for all events to inform the summary of the Practice Based Coaching project, and thus far response rates have been high (100% for some events).

Practice Based Coaching Communities of Practice: During Q3, several opportunities for coaches to engage with and learn from one another were planned. The Community of Practice series continues, which is a monthly meeting for 12-15 coaches to network, share resources, and share challenges and successes. Planning occurred for the launch of several Professional Learning Communities on the topic of Action Planning (for five coaches maximum) and will meet weekly for four weeks.

Trauma-Informed Care Approach: The Pyramid Model Consortium provided ePyramid Modules access codes for programs currently implementing the

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Pyramid Model at Level Two (1,339 for Trauma-Informed Care and 1,329 for Wellness: Taking Care of Yourself). They also executed a Training of Trainers on the Trauma-Informed Care Modules for program mental health consultants/social workers so they can support their program staff in those efforts. Evaluation feedback from the Trauma-Informed Care Training of Trainers was very positive.

Pyramid Model Trainer/Coach Registry

For the Pyramid Model Trainer and Coach Registry project, definitions, including title, job description, and desired skills for Pyramid Model Trainers, Process Coaches, Practice-Based Coaches, and Master Cadre Members is finalized. "The PDG B-5 Illinois Pyramid Model Trainer and Coach Registry Cross-Sector Professional Development Implementation Manual" is completed. This manual outlines the mechanism to allow for Gateways Registry Membership and renewal for trainers, coaches, and training participants. In addition, it outlines a process for training approval for local training delivery of Pyramid Model trainings.

The following Pyramid Model professional development offerings were vetted, approved, and added: Practice-Based Coaching; Trauma Informed Care Training of Trainers; Teaching Pyramid Observation Tool Reliability Training; Wellness e-module; and Trauma Informed Care e-modules.

For the evaluation, the development of the Year One research questions and an evaluation workplan has been completed. Several drafts of the questions were shared and discussed with GOECD and project team leaders and stakeholders in June and July. A revised set of questions and full Year One evaluation plan draft was shared on July 30th, reviewed by all stakeholders including the State Leadership Team Data Evaluation Workgroup, and approved on August 7th. Ongoing communication about the evaluation and formative findings is accomplished via weekly meetings with GOECD and the project team, and during monthly State Leadership Data Workgroup meetings.

Updates were made to existing data collection tools (implementation and fidelity measures). These tools include the Early Childhood PBS Benchmarks of Quality (EC-BoQ) Self-Assessment, the Teaching Pyramid Observation Tool (TPOT), the Pyramid Infant-Toddler Observation Scale (TPITOS), and the Process Coach Log. As of September 24th, all relevant tools had been updated/revised (BoQ and

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Process Coach Log) and implementing programs have been added to the tools. The use of the Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant-Toddler Observation Scale (TPITOS) classroom fidelity measures are currently on hold, as in-person classroom observations are suspended due to COVID-19 adjustments. As planned, the "Data Collection Guidelines" to facilitate data collection were distributed to Process Coaches of Illinois State Board of Education programs (n=25) on September 24th. The guidelines will be distributed to Head Start programs once process coaches are identified, and to child care sites once participating programs and process coaches are identified.

The design of new instruments is in progress. To date, the following instruments have been created and are in use: Professional Development Feedback Forms for all Pyramid Model Consortium events (Master Cadre Preschool eModule training, Master Cadre Practice Based Coach Training, Trauma Informed Care Training of Trainers, Practice Based Coaching statewide); Feedback Forms for programs' self-paced use of Wellness and Trauma Informed Care ePyramid Modules; and an online Program Profile to be completed by all participating implementation sites. Instrument development continues on schedule.

PD for Meaningful Inclusion

Establishing models of exemplary practices in child care is the first goal of this project. Early CHOICES is collaborating with existing technical assistance providers and trainers through two statewide groups. First is the Inclusion Subcommittee of the Integration & Alignment Committee of the Early Learning Council, which met August 3rd, and the other group is the Early Childhood Least Restricted Environment Stakeholders Consortium which met September 23rd.

Two full time Inclusion Specialists began in August to support this work. Both come from different backgrounds built on Early CHOICES expertise, one from Early Intervention and Head Start and the other from child care. Both have a lot of knowledge but have not specifically provided professional development specific to inclusion using the same approach as Early CHOICES. Most of August was spent getting them up to speed on tools, resources, and approaches to professional learning, systems change, and efforts related to inclusion in the early years. Each person is located in a different part of the State so there has

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been work connecting each one to the community supports that will be natural partners in this work as we move forward.

Early CHOICES hosted two meetings with Early Intervention and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) to discuss meaningful professional development opportunities that are not duplicative of other efforts but are systemic in nature to support systems change. The current professional development offering for inclusion to child care are workshops and the project builds off of the local delivery of workshops to provide program and leadership supports for systems change.

They have also met with Community Systems Statewide Supports to look at the connections provided in supporting collaborations. Although each group sees the importance of inclusion, they do not have specific systems change efforts underway, nor do they have the capacity to do so. Early CHOICES is working to build on existing PD but not duplicate. Relationships are continuing to grow with professional development providers and those who receive the PD, as this is essential to gain access to child care providers and direct service providers to understand inclusion and how everyone can support a child with a disability.

In an effort to build connections across local education agencies (LEAs) and community-based organizations (CBOs), a model based on implementation science is being used. Three communities have been identified to receive leadership and program supports for system change through training, coaching, and technical assistance to inform how to scale up inclusive practices birth to five across systems. The three communities are Mannheim, Collinsville, and Springfield. Each community has determined a leader and Community Inclusion Teams (CIT) and are being built to include local education agencies, Early Intervention representatives (providers or Child and Family Connections staff), Head Start/ Early Head Start representatives, community child care, and families. Early CHOICES Inclusion Specialists are assigned to each site to assist in creating the Community Inclusion Teams, onboarding new members, establishing a shared vision and assessing current practices. In the upcoming months the Community Inclusion Teams, with the guidance of the Inclusion Specialists, will identify goals and create an action plan to increase access to inclusive early care and education for children with disabilities in their community. The Inclusion

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Specialist will provide the training, coaching, and technical assistance to support the action plan.

Home Visiting Credentialing

Consultants and Panelists worked collaboratively during this quarter using a range of mechanisms for communication (email, phone, and participation in virtual meetings) to successfully complete the crosswalk between the Ounce of Prevention Fund (renamed Start Early) home visitor competencies, the Gateways to Opportunity© Family Specialist Credential competencies, and the Home Visitor Child Development Associate (CDA). A "Crosswalk Report" was drafted, reviewed, and is being finalized that showcases the work of this project from inception to completion.

Home Visiting Gateway Registry Improvement

A stakeholder group comprising home visitors, family child care providers, Early Intervention professionals, and family support workers met on July 16th and August 24th to provide input on proposed programming changes for the Gateways Registry. An additional meeting was held on October 6th.

Early Childhood Credential Completion Cohort (EC4)

In this quarter, the Illinois Board of Higher Education (IBHE) selected and announced five grant recipients for the Early Childhood Credential Completion Cohort project. These five grant recipients include Western Illinois University, Quincy University, Lewis University, National Louis University, and Joliet Junior College. IBHE executed grant agreements with all five grant recipients and completed initial calls with all grant recipients as part of grant monitoring. This call included discussions on initial work of the grantees to launch cohort programs, reporting requirements, a partnership with GOECD for the implementation evaluation study, and participation in the November 2020 Competency Based Education Network (CBEN) Conference opportunity.

Credential Fee Waiver/Educational Debt Relief/Course Modularization Credential

A significant number of the early childhood workforce in Illinois continues to submit Gateways Credential applications to take advantage of the financial support provided by the credential fee waiver. It is anticipated the credential application fee waiver budget will be fully expended before the end of December.

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Results: 2,733 credential applications have been received and processed since inception (June 2020) through September 30th. From these applications, 1,151 credentials have been awarded to 1,033 distinct individuals. (A small number of individuals can qualify for more than one credential). As of September 30th, approximately 60% of the funding allocated toward credential fee waivers has been utilized. Data regarding credential applicants and recipients is being collected for analysis.

The Education Reimbursement initiative has continued to receive applications from the early childhood community. It is anticipated that all remaining funds will be obligated by the end of the grant period. Result: Approximately 80% of funds have been allocated to eligible providers. Preliminary data analysis has begun.

On July 1st, the five institutions selected through an RFP process were announced. Those institutions were: Heartland Community College, Moraine Valley Community College, Illinois State University, National Louis University, and Northern Illinois University. Two state and one national consultant were identified and secured to guide and support this project. Preliminary discussions were held to discuss project scope and depth. MOU's were signed. A kick-off meeting was held July 15th to welcome and recognize the institutions and their faculty who were selected to take part in this innovative project. Consultants were introduced, and State agencies (GOECD, IBHE, and the Illinois Community College Board (ICCB)) were invited to join the kick-off. Based on input from this meeting, a website was constructed and executed on July 16th for faculty working on the project to post work and share resources. A multi-layered review process was designed and implemented so that each aspect of curricula development has a range of faculty perspectives and input. A work calendar rotation providing clarity on review cycles and deadlines was established. A backwards design template was created for faculty use. The template was tested and refined through the development of "exemplars" and is now being utilized by all groups. Faculty Fellows and expert colleagues were recruited to partner as external reviewers. MOU's were signed. Parameters were established and work was outlined at an intensive all-day virtual meeting on September 25th. There are currently approximately 50 statewide faculty participating this project.

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2. Problems

Facilitating Attuned Interactions (FAN)

Services were delayed in response to the COVID-19 pandemic and due to the need to develop virtually accessible FAN trainings. The projects will culminate in 2021 rather than December 2020, as originally planned.

Pyramid Model Implementation & Professional Development

Based on guidance from the GOECD, the Pyramid Model Consortium shifted their focus from Kindergarten to child care for the Program Wide Implementation project; therefore, a pivot had to be made in recruiting efforts. The Trauma-Informed Care Training of Trainers had an in-person component when written, but with COVID-19 regulations, these trainings were conducted virtually.

Pyramid Model Trainer/Coach Registry

Training activity has been limited due to COVID-19. The use of the TPOT and TPITOS fidelity measures are temporarily on hold as programs and personnel adjust to new delivery methods in the 2020-21 school year.

PD for Meaningful Inclusion

The connection with child care providers has also been challenged as they are building relationships via long distance methods. Although the work is doable, it takes longer to establish a trusting and helpful relationship with providers when you can only meet via Zoom or other online meeting space. System change takes time and is built on relationships, attitudes, and beliefs. Early CHOICES recognized that system change is difficult to measure, and it is hard to show impact in a short time frame; the difficulties are amplified with the pandemic.

Home Visiting Credentialing – N/A

Home Visiting Gateway Registry Improvement

While the Gateways programming changes will be completed by December 30th, the final report will not be produced until calendar year 2021 to allow sufficient time for Gateways users to correct their positions in the system. (This change has been incorporated in the Year Two PDG B-5 budget submission.)

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Early Childhood Credential Completion Cohort (EC4) – N/A

Credential Fee Waiver/Educational Debt Relief /Course Modularization – N/A

3. Significant findings and events

Facilitating Attuned Interactions (FAN)

Overall, trainees that participated in the Level I FAN Training found the trainings to be very helpful. Participants expressed that the training were helpful in learning how to respond to parents' concerns with empathy, being mindful of their own state of regulation, building parents capacity to engage with their child(ren), and reflecting on their work with families.

Pyramid Model Implementation & Professional Development

Trauma-Informed Care Training of Trainers Events: Great feedback was received from this event. The most helpful parts of this training, according to participants, were the tools to support facilitation, the content around signs of trauma, and the importance of empathetic listening. Most of the learning objectives around the content were rated highly. Readiness to implement specific practices and preparedness to facilitate were rated lower, trainers are looking into ways to increase this area through co-coaching and shadowing opportunities.

Practice-Based Coaching Two-day Training: Participants provided positive feedback overall on the content, delivery, and outcomes of the training. All learning objectives were met, where 83% or more indicated "strongly agree" to having achieved the objectives. Most important learnings included: the importance of listening to coaches, allowing input, and giving the teacher the lead, the Practice Based Coaching process overall, strategies and techniques (observations and planning, feedback, and creating goals). Participants expressed interest in a future refresher course. It has been noted for the Year One/Year Two planning.

Pyramid Model Trainer/Coach Registry – N/A

PD for Meaningful Inclusion – N/A

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Home Visiting Credentialing

A comprehensive crosswalk showing the alignment, and degree of alignment, was developed. Through a multiple review and revision process, consensus was gained on the "final" crosswalk in September. Information was compiled into a report, which collects all findings and documents. The report is currently in the final stages of publication and will be available for dissemination by the end of October.

Home Visiting Gateway Registry Improvement - N/A

Early Childhood Credential Completion Cohort (EC4) – N/A

Credential Fee Waiver/Educational Debt Relief /Course Modularization

There was a 312% increase in credential applications received at INCCRRA immediately following the announcement of the credential fee waiver. This response validates that the \$65 application fee is a significant barrier to the (underpaid) early care and education workforce. Of those that have received a reimbursement, 20% have been awarded to early care and education providers in IDHS Group 2 counties (rural).

On September 25th, State agency representatives, project faculty, Faculty Fellows, and additional expert colleagues engaged in the first of two statewide meetings designed to share information, showcase completed modules, and to engage a larger group of faculty in the review of each module. Collective faculty input from the meeting indicated that faculty are eagerly anticipating the rollout of these modules. Requests to begin utilizing the designs "now" have been received (even though the design process is not yet complete or ready for testing). Faculty have also begun to access the resources that were showcased and are embedded in the modules.

4. Dissemination activities

Facilitating Attuned Interactions (FAN)

Home visitors and supervisors within Illinois State Board of Education and Head Start/Early Head Start programs that have received or are currently receiving FAN Training will receive invitations to the upcoming Community of Practice

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Meetings. Two members of leadership within the Head Start/Early Head Start organization will receive an invitation to participate in a FAN Train the Trainer project.

Pyramid Model Implementation & Professional Development

During Q3 there was widespread dissemination of the ePyramid Modules, providing 45 programs with 1,339 Trauma-Informed Care access codes and 1,329 Wellness access codes.

Pyramid Model Trainer/Coach Registry

Formative feedback is being shared with the Project Team as data become available. Summaries of feedback from professional development events are shared on a regular basis as data are received. A summary of the Program Profile results will be shared in October to help provide context for supporting the implementation sites through the remainder of Year One and going forward.

PD for Meaningful Inclusion

Community Inclusion Teams (CIT) have met with Inclusion Specialists to plan for the new school year and upcoming meetings. Talin Talon is assigned to Mannheim and has met with the CIT leader four times this quarter, as well as had two CIT meetings and two planning meetings with Mannheim and ECTA. Tammy Wrobbel is assigned to Collinsville and Springfield. She has met with Collinsville three times to plan for CIT meetings and had two CIT meetings and two planning meetings with Collinsville and the Early Childhood Technical Assistance Center (ECTA). Tammy has met with individuals in Springfield one time to plan and had two CIT meetings as well as two joint meetings with Springfield and ECTA representatives. In addition to the meetings with sites, both Inclusion Specialists are receiving monthly Practiced Based Coaching support from Lise Fox (author). Cross sector professional development opportunities include webinars that are being hosted with Illinois STARNET on inclusive environments. There are more planned for October through December.

In addition, Early CHOICES has a Constant Contact list of over 2,200 contacts that range from families, direct service professionals, professional organizations, State agency personnel and others serving families birth to age five across systems. We send out a monthly newsletter with upcoming events and

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resources. Colleagues from other technical assistance projects and agencies help disseminate information.

Home Visiting Credentialing

Preparations are underway to share the findings with the Home Visiting Task Force (HVTF) Executive Committee of the Early Learning Council in October and with the full HVTF in November. Upon publication, the Crosswalk Report and findings will be shared with GOECD and other key partners for dissemination.

Home Visiting Gateway Registry Improvement – N/A

Early Childhood Credential Completion Cohort (EC4)

Dissemination activities in this quarter included dissemination of a press release announcing the grant recipients for the Early Childhood Credential Completion Cohort project, released on August 5th.

Credential Fee Waiver/Educational Debt Relief /Course Modularization

The announcement of Gateways Credential fee waiver is being disseminated via a variety of mechanisms including publishing on social media (e.g. Gateways Website), has been shared in articles within child care related newsletters, and is being broadcast/shared by both the Illinois Department of Human Services and the statewide CCR&R system on an ongoing basis.

For the Education Reimbursement initiative, Facebook messages were posted on July 13th and September 1st, and email blasts were sent out on September 1st and 16th. Announcements regarding the higher education institutions awarded the PDG Modularization grants were sent to the Professional Development Advisory Council (PDAC) members and announced at their meetings, placed on the Illinois Gateways Website, and the GOECD website in July.

In late August and early September, Illinois Faculty Fellows were invited to join in the review process, which resulted in a group of 32 faculty joining this work as reviewers/expert consultants

5. Other activities – N/A

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6. Activities planned for the next reporting period

Facilitating Attuned Interactions (FAN)

Q4 activities include: Community of Practice for all supervisors and leadership; mentorship for Illinois State Board of Education and Head Start/Early Head Start Supervisors; and the identification of FAN Trainer Candidates within the Head Start/Early Head Start System.

Pyramid Model Implementation & Professional Development

In Q4, the Pyramid Model Consortium will: engage eight Kindergarten programs to participate in Pyramid Model implementation and connect them to current early childhood Pyramid Model implementation programs; provide Pyramid Model trainings and supports for child care programs in order to implement Pyramid Model practices (priority will be given to child care programs participating in the Activity Five Tiered QRIS Pilot project); and provide a summary of the Practice Based Coaching project based on training evaluations and lessons learned.

Pyramid Model Trainer/Coach Registry

In Q4, it is projected that 50 of the 75 Pyramid Model Trainers and Coaches will enroll in the Registry. A report will be provided for the Pyramid Model State Leadership Team on the Pyramid Model Trainers and Coaches workforce that includes race/ethnicity, languages spoken, basic demographics, educational background, credential attainment, and position tenure and turnover. Potential child care programs will be identified to receive Pyramid Model trainings and relationship-based professional development and enter all data entry for trainers, trainings, training delivery, and rosters for data assurance on an ongoing basis.

PD for Meaningful Inclusion

In Q4, there will be continued engagement in planning with PD stakeholders to embed inclusion into existing PD and create opportunities for high-quality, inclusive practices.

Home Visiting Credentialing

Consultants and Panelists worked collaboratively during this quarter using a range of mechanisms for communication (email, phone, and participation in virtual meetings) to successfully complete the crosswalk between the Ounce of

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Prevention Fund (renamed Start Early) home visitor competencies, the Gateways to Opportunity© Family Specialist Credential competencies, and the Home Visitor Child Development Associate (CDA). A "Crosswalk Report" was drafted, reviewed, and is being finalized that showcases the work of this project from inception to completion.

Home Visiting Gateway Registry Improvement

In Q4, Illinois will design changes to the Gateways Registry that include a clear definition of the home visitor position and a mechanism for updating this category for all Registry members currently designated as home visitors (for example, when their annual profile update is due). We will obtain input and scenario testing from stakeholders (including home visitors, Early Intervention providers, Family Support staff, and home-based child care workers, via GOECD), and will provide a report on the home visitor workforce that includes race, ethnicity, languages spoken, basic demographics, educational background, credential attainment, and position tenure and turnover.

Early Childhood Credential Completion Cohort (EC4)

In Q4, Illinois will monitor activities of recipient Institutions of Higher Education (IHEs) and provide relevant technical assistance. The Program Performance Evaluation Plan will be developed to evaluate program implementation and capture lessons learned.

Credential Fee Waiver/Educational Debt Relief /Course Modularization

In Q4, messaging regarding credential application fee waiver will continue to be disseminated via multiple information sharing platforms. A range of workforce demographic and credential attainment data will be collected for aggregate reporting purposes.

Faculty will continue to use the system devised of development and review rounds to complete the competency modularization project. Faculty Fellows will utilize the website portal and review cycles to provide ongoing input and make suggestions for revisions to strengthen the work. Consultants, PDG Faculty, Faculty Fellows, other state faculty, and State agency representatives will review the final submission of the competencies. Additionally, Illinois will complete the modularization of all the Gateways ECE Credential competencies.

Activity 5: Improving Quality/Service Integration, Expanding Access

1. Major activities and accomplishments

Tiered QRIS/Tiered Funding Pilot

During Q3, the project team presented a webinar on project requirements and benefits for the 43 centers that elected to move to this stage. The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), which operates the Illinois Gateways to Opportunity Registry, collected employee data by classroom, including the roles, credentials, and wages of approximately 500 teachers and assistants and compared the data submitted to that in the Registry. Gateways staff either verified the information or contacted the center for clarification. This step is necessary because the Pilot minimum salary scale is tied to credentials. Based on this data, the project team constructed a proposed budget for each center to fund the incremental costs of meeting the salary scale and the required staffing pattern. The staffing pattern goes beyond licensing requirements so that staff teams have time to engage in the reflection and planning required by the Pilot Bronze-level QRIS standards, as well as in reflective supervision and professional development. The Project Coordinator reviewed the proposed budget with the director or owner of each center, along with the contract performance requirements based on the Pilot QRIS standards. Centers have until October 15th to decide whether to initiate contracts with the Illinois Department of Human Services (IDHS).

Project staff are documenting the reasons why some centers declined to participate as well as directors' comments and reactions to Pilot standards. Project staff are surprised by the wide variety of salaries and staffing patterns described in center's baseline reports and look forward to providing an analysis to policymakers.

The program assessment team at the McCormick Center developed an instrument and protocol for virtual Environmental Rating Scale assessments of Pilot classrooms. Virtual assessments will cover only the Learning Activities Subscale. In the Pilot framework, there is no high stakes use of assessment scores (they serve as the baseline for improvement planning), so adaptation of the instrument does not present issues of validity. For the same reason, the

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assessment team will be able to help program staff teams use the results in improvement planning.

INCCRRA created guidance documents for use in the initial webinar and for planned posting on the QRIS website. Staff have also been involved in editing the standards chart, not only for the Pilot Bronze level, but also as a visual guide to all levels.

Community Based Planning for Expansion

Even before dedicated staff were hired for the project, Illinois Action for Children began outreach to the communities that ranked highest on the list of slot gaps for early care and education services. Two communities – Elgin and East Aurora – expressed strong interest and provided the project team with initial information on community institutions and collaborative activities. One obstacle in those and other high-need communities is lack of adequate facilities. Therefore, Illinois Action for Children has developed a working relationship with IFF (formerly Illinois Facilities Fund), specifically around its facilities development project for Aurora called “Quality Facilities for All”. The project team has also developed a collaborative relationship with the Illinois Early Childhood Asset Map (IECAM), a data gathering and analysis project at the University of Illinois, to support selected communities with data for local planning.

At the end of Q3, final interviews for the Project Manager and community consultants were underway, with a projected start date in early October. Discussions with communities will continue as a strategy to identify the third community to begin planning.

2. Problems

Tiered QRIS/Tiered Funding Pilot

COVID-19 delays that affected Q2 resulted in Q3 activities occurring behind the initial schedule. However, there were no further delays in Q3.

Community Based Planning for Expansion

Closings due to COVID-19 delayed project activities, but school district personnel have become more available and most child care centers have re-opened.

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3. Significant findings and events – N/A

4. Dissemination activities – N/A

5. Other activities – N/A

6. Activities planned for the next reporting period

Tiered QRIS/Tiered Funding Pilot

Q4 activities include: develop specific indicators to accompany pilot standards and contract compliance; issue contracts to centers (IDHS) and a checklist to centers (GOECD); finalize plans for baseline program assessments (McCormick Center); determine design standards for documents and transfer initial resource documents to final design format for distribution to centers (INCCRRA); complete Administrator Role Profiles and work environment surveys; and provide initial advising to leaders on developing a culture of improvement.

Community Based Planning for Expansion

Community planning groups functioning with support from project team.

Activity 6: Monitoring, Evaluation, & Data Use for Continuous Improvement

1. Major activities and accomplishments

Data Linkage (IDHS & ISBE)

ISBE: In Q3, the following major activities and accomplishments took place: met iteratively with staff from the Governor's Office and ISBE (approximately monthly) to modify a timeline and project plan that would fit with the current project delays and creates deliverables for future grant years; finalized Intergovernmental agreement between ISBE and DoIT allowing for vendors to be selected for project work; aligned ISBE portion of the project with existing early childhood data work; and identified resources on ISBE side to contribute to ILDS data connector.

IDHS: In Q3, the following major activities and accomplishments took place: met iteratively with staff from the Governor's Office and the Health and HHSi2

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(approximately weekly to biweekly) to prepare a timeline and project plan that would align with ongoing HHSi2 and Department of Innovation and Technology (DoIT) timelines; and convened representative legal counsel to start the data contributor process to enable data connectors.

Cost Modeling

In Q3, major activities were focused on completing outstanding components of the cost model in preparation for review with the Early Childhood Funding Commission's Funding Adequacy Working Group. This included revised cost modeling for early childhood home visiting programs in Illinois, initial cost modeling estimations for Early Intervention and Early Childhood Special Education, expanded cost modeling for Dual Language Learners to include community-based organizations, and beginning a more detailed estimation of administration and infrastructural costs for the early childhood system at the state level. This work was completed in September 2020 in service of the final deliverable of a dynamic, updated, and validated cost model for the early childhood system in Illinois to be shared with the Early Childhood Funding Commission.

Illinois Early Childhood Asset Map (IECAM)

In Q3, the following major activities and accomplishments took place: executed Intergovernmental Agreement with University of Illinois; protocols for end-user feedback gathering and business requirements development were created; artifacts of feedback gathering were created and released; and a business requirements outline was created.

2. Problems

Data Linkage (IDHS & ISBE)

The COVID-19 crisis created significant additional capacity constraints, as leadership from each representative agency transferred significant capacity to the COVID-19 response. Lack of experience and ownership by partners on the Intergovernmental agreement process has created delays in the procurement process, therefore delaying the completion of work.

Cost Modeling

In trying to gather data necessary to model the cost of providing adequate

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services for children with special needs, there were issues with gathering sufficient data, as well as a lack of national best practices regarding cost modeling for special education services for young children. A forthcoming recommendation from the Early Childhood Funding Commission will be for more in depth cost modeling to more accurately estimate the cost of services; in the interim, the cost model contains rough placeholder estimates for Early Intervention and Early Childhood Special Education based on current expenditures. This does not affect completion of the scope of work.

Illinois Early Childhood Asset Map

Project faced delays due to legal contract issues with the vendor and lack of an executed Intergovernmental Agreement

3. Significant findings and events

Data Linkage (IDHS & ISBE)

During discovery, HHSi2 has identified challenges with integrations and are waiting on data sharing agreements before a resolution can be found.

Cost Modeling

Following further revisions described above, the cost model for providing equitable access to high-quality early childhood services in Illinois has increased to \$13.6 billion, of which \$11.7 billion would be publicly funded.

Illinois Early Childhood Asset Map (IECAM)

Due to the release of the end-user feedback gathering survey, the broader Early Childhood community is now aware of this initiative

4. Dissemination activities – N/A

5. Other activities – N/A

6. Activities planned for the next reporting period

Data Linkage (IDHS & ISBE)

ISBE: In Q4 we will: revise the three to five early childhood datasets to allow for

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children to be enrolled in multiple programs; refactor data models and bring prior year data into new data model; use a new model for school year 2020-21 data collection; identify data requirements and business requirements for data integration with LDS 2.0; and identify data systems and data elements to be integrated based on these requirements. Detailed business requirements will be developed for LDS 2.0 including processes such as the following: access control, data requests and sharing, data integration, virtual project spaces, and portal development (LDS 2.0).

IDHS: The following activities are planned for Q4: Discovery: Informatica Discovery for EC Data Linkage, including initial definitions of rules for trust, matching and survivorship. Discovery: Initial standardization of demographics via crosswalks between ISBE and IDHS data definitions based on defined rules for trust, matching and survivorship. Technical solutions will be designed for data access point and integration (includes development, documentation creation, and configuration of Informatica tool). Analysis: Profile Match Tuning of IDHS data systems (including HHSi2 having to update its configuration, trust, matching and survivorship rules depending on the results of the tuning).

Cost Modeling

In Q4, Illinois will finalize the statewide cost model, including coordinated funding of high-quality early care and education programs for use in Commission's final recommendations.

Illinois Early Childhood Asset Map (IECAM)

In Q4, a sub-contract will be initiated with a firm or identify the capacity to gather end-user feedback and business requirements for an updated IECAM user interface and user experience. The user interface prototype will be updated.

Bonus Activities

1. Major activities and accomplishments

Coordinated Application, Eligibility, Enrollment

The Pilot faced two significant challenges that led to a refocusing of the project. The first is that in planning for its 2021 Renewal fund application, GOECD decided to

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propose to reuse the 2020 carryover funds for the Pilot for other purposes. This resulted in significant budgetary constraints that scaled down the Pilot to three program sites and two half-time State support staff, in contrast to the initial design of five participating programs and two full-time state support staff.

The second challenge was the distribution of funds to participating Pilot programs in a timely manner. As this year has demonstrated, the Intergovernmental Agreement with the Illinois Department of Human Services has taken several months to execute. GOECD would have utilized the same process to execute contracts for Pilot programs. This would have left the Pilot programs operating for several months without funding, which was altogether unfeasible.

In adjusting to these constraints while maintaining the original purpose of the Pilot, the project is now focused on implementing the Integrated Referral and Intake System (IRIS) web application to five home visiting collaborative communities. The Pilot will still focus on creating streamlined access and referral for eligible families to home visiting services through community systems development and coordinated referral processes.

I/ECMHC Database, Orientation and Reflective Practice

The Infant/Early Childhood Mental Health Consultation (I/ECMHC) Orientation was created to be delivered in a virtual learning environment, including an online module and 11 Zoom sessions, and two supplemental sessions totaling 17 hours of Orientation training. The Facilitating Attuned Interactions (FAN) framework training and Diversity-Informed Tenets for Work with Infants, Children, and Families were offered virtually as supplemental sessions. Various trainers were used for the delivery of virtual orientation training, and intentional efforts were made to expand the pool of presenters to emphasize diversity. To support the planning of the virtual retreat, INCCRRA collaborated with the Planning Committee to identify supports needed for the virtual retreat and follow up coaching sessions. Supports include data entry, presenter contract, material distribution, and trainer payment. The retreat is scheduled for November 17th and December 8th. Four (4) facilitators for five (5) Reflective Learning Groups were identified: Theresa Atchley, Dena Jade Bumgarner, Teresa Burrows, and Courtney Clark. Reflective Learning Groups will be occurring virtually, but once face-to-face can resume the RLG will be in Champaign, Downers Grove, Matteson, Oak Park, and Springfield. Efforts are underway to identify a

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facilitator for the sixth Reflective Learning Groups that will be held long term in a virtual environment. Registration links were created and sent out to all I/ECMHCs for July and August virtual orientations and for September Diversity-Informed Tenets. All training rosters were entered into the Data-Tracking System. Regular planning and update calls with the Project Team occurred for the Database. A small pilot group of consultants was recruited to identify Database issues before it is open to the wider audience. A bug in the system was identified and is being address.

Collaborative Transition & Alignment from Birth to the Early Grades

Wabash Area Development: The workplan was revised and updated with GOECD to adjust for the impact of COVID-19 on schools. A marketing and dissemination plan were created and reviewed to ensure the timeline for the creation of material needed to distribute to stakeholders was adequate. A new position of Transitional Work Specialist was posted and interviewed to support the Kindergarten transition work. Types of evaluations are being discussed that would best capture data needed to show impact of work.

United Way – East St. Louis: The workplan was revised and updated to adjust for the ongoing impact of COVID-19 and delays in contract execution. Marketing and dissemination plans were established and reviewed for the creation of materials needed to distribute to stakeholders. A diverse team of parents, early childhood care and education and Kindergarten teachers, administrators, and other early childhood champions were identified and recruited to be part of kindergarten transition team. A Kindergarten transition team was developed that includes the team charge, scope of work, and defined roles and responsibilities. A virtual community planning kickoff event was held.

Austin Coming Together: The workplan was revised and updated to adjust for the ongoing impact of COVID-19 and delays in contract execution. Marketing and dissemination plans were created to ensure an adequate timeline for the creation of materials needed to distribute to stakeholders. A list of potential partners and their contact information was created to begin the outreach for the planning team stakeholders. A draft of proposed roles and responsibilities for each invited Action Team member was created.

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Business and Professional People for the Public Interest (BPI): The workplan was consistently revised and updated with GOECD to adjust for ongoing impact of COVID-19 on schools. Marketing and dissemination plans were drafted. A consultant, Jaclyn Vasquez, was brought in to support BPI with the Kindergarten transition work. Types of evaluations are being discussed that would best capture the data needed to show the impact of the work.

2. Problems

Coordinated Application, Eligibility, Enrollment

This project experienced continued delays due to Illinois' complex procurement process.

I/ECMHC Database, Orientation and Reflective Practice

COVID-19 delays continue to impact work output. The professional development offerings (e.g. orientation delivery and annual retreat format) and tracking are being reformulated for virtual events. It was planned to have the consultant activity tracking ready for testing by September 30, but additional time was needed to complete this work. The new goal is to have the system ready by December 31st and have a preview for consultants at their annual retreat in November.

Collaborative Transition & Alignment from Birth to the Early Grades

The contract process has taken longer than anticipated, causing delays in work. The workplan and budget expectations had to be adjusted, as the vendor now only has October through December to complete their Year One workplan goals.

3. Significant findings and events – N/A

4. Dissemination activities – N/A

5. Other activities – N/A

6. Activities planned for the next reporting period

Coordinated Application, Eligibility, Enrollment

Upon contract execution, we will select five pilot communities and begin trainings.

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I/ECMHC Database, Orientation and Reflective Practice

In Q4, Illinois will utilize consultants across the birth-to-five systems to deliver orientation based on the roster of trainers from the Mental Health Consultation Initiative Leadership Team. Additionally, participants will be recruited across birth-to-five systems; an additional day of training will be delivered on Diversity Informed Tenants (DIT), as part of the Common Orientation expectations; and provide logistics, tracking, and material supports.

Collaborative Transition & Alignment from Birth to the Early Grades

In Q4, the sole source will be secured, and the contract executed to begin full implementation of the Kindergarten Transition work plans.